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BY THE HOUSE OF DELEGATES,  
JANUARY 26, 1872.

Read and ordered to be printed.

By order,

MILTON Y. KIDD,  
Chief Clerk

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# ANNUAL REPORT

OF

# St. John's College,

To the General Assembly of Maryland,

January 26th, 1872.

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# REPORT.

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ST. JOHN'S COLLEGE,  
January 25, 1872.

*To the Hon. A. P. Gorman,  
Speaker of the House of Delegates of Maryland:*

SIR—In accordance with custom, I have the honor, through you, to submit to the General Assembly of the State my report of the operations of St. John's College for the past two years, and its present condition, including its capacities and its deficiencies.

It is my desire to present to the Legislature as briefly, and at the same time as fully as possible, all requisite information with regard to the College, that the members of your Honorable Body may know the exact condition of the Institution which the State possesses here, and may be enabled to act intelligently with regard to it. The report of my predecessor of February 24th, 1868, which was printed for the use of the Legislature, gives a detailed account of the former relations of the College to the State, the relief afforded by the Act of 1866, and the consequent action of the Board of Visitors and Governors in establishing one hundred and fifty State scholarships, the incumbents of which are educated free of charge for tuition, room-rent and use of text-books. A brief summary of these matters may also be found appended to the catalogue for the past session, which I have the honor to transmit with this report.

## NUMBER OF STUDENTS.

The College was reorganized and reopened in September, 1866, and the difficulties under which it laboured, and its condition during that session, are set forth in the response of the Visitors and Governors to an order of the House, dated March 4th, 1867.

It was then but a Preparatory School, and no collegiate classes were organized during that session. In October, 1867, a Freshman Class, consisting of sixteen members, was formed, and this constituted the nucleus of a College.

One year's studies were gradually added to the course, and the number of College students gradually increased, the session of '68-'69 showing eight Sophomores and thirty Freshmen, of '69-'70 seven Juniors, sixteen Sophomores and twenty-nine Freshmen, and of '70-'71 six Seniors, ten Juniors, twenty-two Sophomores, and twenty-four Freshmen, so that at the annual commencement in July last the degree of Bachelor of Arts was conferred for the first time since 1860. The whole number of students during these years has been given by my predecessor in the reports presented to your Honorable Body February 24th, 1868, and January 19th, 1870. During all this time the Preparatory Department greatly preponderated in numbers until the past session, when its numbers were but slightly in excess of the College proper. For the present session I have the honor to report eight Seniors, thirteen Juniors, fourteen Sophomores and twenty-six Freshmen, making a total of sixty-one in the Collegiate Department; the Preparatory Department contains fifty-seven students, giving an aggregate of one hundred and eighteen.

#### PREPARATORY DEPARTMENT.

It is much to be desired that the College could dispense with the Preparatory Department altogether, but so long as the schools, both private and public, continue to send up boys so deficient in preparation, and until the requisite Public High Schools are established in each county in the State, this Preparatory Department is a necessity for training students to pursue the Collegiate course, and for fitting others who leave school early for commercial life. It is desirable, however, to give to it that organization which will most conduce to its own efficiency and that of the College, and I think that this can best be effected by separating it from the Collegiate Department, and enabling the College to select for it a special Principal, who should reside in a building to be set apart specially for the Preparatory Department, and in that way have these students under his immediate supervision, and devote his whole time and attention to their wants; additional Tutors might be employed, and the Preparatory Department still serve as an entrance to the College proper.

#### COURSE OF INSTRUCTION.

The College having then (by the Legislative aid extended by the Act of 1866) at last reattained the actual proportions of a College, with a full collegiate course of instruction organized, and having again begun to confer the Degree of Bachelor of Arts upon its graduates, I would briefly specify the subjects embraced in the course as at present taught. It consists of six departments:



I. *Ancient Languages*, including the Latin and Greek languages, Greek and Roman Antiquities and Mythology, and the history of Greek and Roman literature ;

II. *Modern Languages*, including the French and German languages and literature ;

III. *Mathematics*, including pure Mathematics, Mechanics and Astronomy ;

IV. *Natural Science*, including Natural Philosophy, Chemistry, Mineralogy and Geology, and the elements of Zoology and Botany.

V. *Mental, Moral, and Social Science*, including Metaphysics, Logic, Ethics, Natural and Revealed Religion and the Evidences of Christianity, Political Economy and Constitutional Law.

VI. *History and the English Language and Literature*, including Ancient, Mediæval, and Modern History, the English and Anglo-Saxon Languages, and their literature, together with a brief outline of Comparative Philology.

I would respectfully refer to the last annual catalogue, for the manner in which this course is distributed through the different classes, and the amount of time allotted to each subject. The endeavor is made to attain such thoroughness in the course as the means at present at the disposal of the College will permit, but a subdivision of some of the Professorships, and an enlargement of others, especially of the scientific branches, would greatly conduce to the efficiency of the College.

#### ADDITIONAL PROFESSORSHIPS.

To make a first-class College, departments of instruction must be enlarged and means must be expended for the necessary appliances of instruction. With respect to the former, in all Colleges of the first rank, the department of Ancient Languages consists of at least two professorships, and this division is needed here to increase the efficiency of that department.

An additional scientific Professorship is also needed for thorough instruction in Applied Chemistry (in which an elementary class has recently been formed), and in Mining and Metallurgy, the incumbent of which might also instruct in Mineralogy and Geology, and thus relieve the present Professor of some of the numerous subjects assigned to his chair. Considering the importance of the mineral resources of the State, and the desirability of their development, such a Professor is greatly needed here, who might also, under the direction of your Honorable Body, undertake a geological sur-

vey of the State, and furnish intelligent information with regard to these resources. Finally, it is desirable to divide the Department of History and the English Language and Literature, or provide it with an Assistant Professor. On entering upon my duties here, in October, 1870, I found that the Professor of the English and Anglo-Saxon Languages and Literature had recently resigned, and that it was the desire of the Board of Visitors and Governors, if those duties could be otherwise discharged, to supply the vacancy with a Professor of Natural Science—the means of the College not permitting the appointment of two Professors. Recognizing the importance of the immediate appointment of a Professor of Natural Science, (which appointment was made in December, 1870), I assumed the duties of the vacant chair in addition to those of instruction in History, and in addition to my regular duties as Principal of the College. After nearly eighteen months' experience with these duties, I consider that the department of which I have charge could be more thoroughly taught, and the duties of Principal more efficiently discharged, if this department were divided, or an Assistant Professor appointed.

#### LIBRARY, LABORATORY AND CABINET.

With regard to the appliances of instruction, I regret to say that, in these, the College is very deficient. A good *Library* is absolutely essential to the intellectual progress of both Professors and students, and this is lacking here. Up to the beginning of the present session, no additions had been made to the Library for a great many years, with the exception of a few books donated from time to time, chiefly Public Documents sent by Members of Congress or Governmental Departments. The Library consisted, numerically, of about three thousand volumes, many of which were such Public Documents which had been accumulating for years, and of the others many were antiquated and useless.

The plan of imposing a small Library fee upon each student, (as the College charges no matriculation fee,) was adopted the present session, and with the small amount thus obtained, I have recently purchased one hundred and thirty volumes, comprising valuable works in history and general literature. This then, must serve as the nucleus upon which a Library must be built up, and at this rate it will require many years to obtain even a small beginning of what should constitute a serviceable College Library. With regard to *Laboratory and Philosophical Apparatus*, the College is in no better condition than in respect to the Library. It possesses a few instruments, it is true, and some serviceable ones, but they are too few for adequate scientific instruction, and the



College can hardly be said to possess more than the elements of a chemical Laboratory. On the other hand, it possesses a good *Cabinet* of Minerals, the classification and arrangement of which have recently been undertaken by Professor White. It does not possess, however, any materials for instructions in Zoology and Botany, and is very much in need of prepared specimens in these subjects. I would specially commend the wants of the College, with respect to Library Apparatus and Cabinet, to the favorable consideration of your Honorable Body.

#### BUILDINGS.

The Buildings of the College are in good condition, and with respect to those containing students' rooms and recitation rooms are, at present, adequate to the purposes for which they are used. The room, however, used as a Public Hall, is altogether inadequate to that purpose, as was sufficiently shown at the last annual Commencement, when its incapacity to hold the number of persons in attendance was very apparent. A Hall suitable to the increasing numbers of the College and the growing interest in its Celebrations is very much needed, and it is believed that the present building could be extended so as to form a Hall of convenient size. This extension might also be made to include at least two additional rooms, one for the Library and the other for the Laboratory, for neither of which does the College now possess suitable apartments. The room occupied as a Library, is entirely too small, and very unsuitable for this purpose, and the same is true of the very small basement room, which must now serve the double purpose of philosophical and chemical recitation room and Laboratory. A College which aspires to rival even the smaller Colleges of other States, should have suitable buildings for the purposes specified, and it is hoped that means may soon be obtained to remedy this defect. During the past session a few instruments for gymnastic exercise were erected in the only building on the premises available for that purpose, and this has been the means of inducing the students to pay more attention to their physical development, but the building is too contracted, and a well-appointed gymnasium is still a desideratum, for nothing contributes more to a student's health than regular and not too excessive gymnastic exercise.

#### STATE SCHOLARSHIPS.

The system of State Scholarships, adopted by the Board of Visitors and Governors, is well-known to your Honorable Body. In consideration of the aid received from the State, six students from each Senatorial district are educated free of charge for tuition, room-rent and use of text-books, and the

charge for board, fuel, lights and washing has been placed at as low a figure as these could possibly be afforded in this city, which is two hundred dollars for the ten months' session. In the endeavor to afford a higher education to all who might apply for entrance on as reasonable terms as possible, the entire charge for students, who pay for their tuition, has been placed at two hundred and fifty dollars, the same amount as previous to 1861, terms which are too low for the maintenance of the College, as may be seen by comparison with the Colleges, and even the high schools and academies of other States, but which the Board is unwilling to raise, for fear of excluding some deserving youth. In addition to the State Scholarships there are ten Foundation Scholarships belonging to the City of Annapolis, and, besides those educated on the State and city scholarships, the sons of all ministers of the Gospel of any denomination, are received free of charge for tuition, and some others have been received free of all charges in return for slight services rendered. Thus, during the past session, eighty-one students were educated free of charge for tuition, and two of these free of all charges, and, during the present session, of the one hundred and eighteen students in attendance seventy-three are received free of charge for tuition, and two of these free of all charges.

But it does not appear that this system has been properly appreciated in the State, for otherwise the whole number of scholarships ought to be filled each year. It does not yet effect satisfactorily the object for which it was established; that is, to enable those to obtain a higher education who are unable to pay for it. Also, an omission in the system is, that it does not provide for any remuneration to the State by personal services, or otherwise, for the relief afforded. The University of Virginia educates free of charge for tuition alone one student from each senatorial district, for a period of two years, and requires these students to teach for two years within the State in return for the assistance afforded. The University of Louisiana educates for four years two students from each parish, furnishing both board and tuition, but requiring the payment of one hundred dollars for certain other specified fees. The Act provides that the selection of such students "shall be made from among those members of the highest class in the public schools in each parish, and in said city, (New Orleans,) who are most distinguished for their scholarship and good conduct, and who have not themselves, nor have their parents, the means of defraying their necessary expenses for tuition and maintenance at said institution." After providing for a certificate of this fact to the superintendent of the University, the Act provides further that these students "shall be required at the close of their

term at said institution to pursue the occupation of teaching school within the State for two years thereafter, and shall be required to report said fact to the superintendent of said institution, and that any student failing thus to teach school as herein prescribed, shall be considered as guilty of a misdemeanor, and shall be punished as a defaulter to the State in the sum of money which the State shall have paid for his tuition and maintenance at said institution." I see, also, that the University of Georgia proposes, with legislative assistance, "to offer a free education to one young man in every county, said individual to be determined by competitive examination, upon the condition that he shall teach school for as many years as he has been a beneficiary student at the University."

Deriving instruction then from other States, I would respectfully recommend that a law similar to that existing in Louisiana be passed, providing for the maintenance of two from each Senatorial District of the students appointed to State scholarships, and regulating the appointment by conditions similar to those in the Louisiana law, allowing four years as the maximum limit of tenure of these two scholarships, and requiring that the incumbents teach two years within the State after leaving the College. These appointments should also be made from those most distinguished for scholarship and good conduct in the highest classes of the Public High School in the county, and if no High School exists, of the highest grade of Grammar School.

In this way the system of higher education will be more closely connected with the Common School system, and collegiate education furnished to the really needy who desire it, besides the additional advantage of furnishing teachers, who will themselves be enabled to gradually elevate the grade of instruction in the Common Schools, and repay the State for her personal aid extended to them. In regard to the importance of the connection between the Common School system and the Colleges, I would, respectfully, refer to the last report of the State Superintendent of Public Instruction, in which he says: "The continuance of State support to these Institutions (the Colleges) is claimed not as a boon to higher education, but distinctly on the grounds that it is necessary for the solution of the problem of primary education. Collegiate education for all who have time and means to avail themselves of it, under the auspices and at the expense of the State, is the surest guarantee for ample facilities for the elementary education of every child within our borders."



## STATE ANNUITY.

With respect to this support, I beg leave to refer to the late message of the Governor of the State, in which he holds the following language: "The General Assembly will no doubt continue to these Institutions (St. John's and the Agricultural Colleges) that generous aid to which their present prosperity is due, and without which they must sink into insignificance. In order to be effectual, the stream of State generosity must run from a perennial fountain, and not as in the past, an intermittent spring. Had the liberal policy with regard to higher education, which the State inaugurated in 1784, been continued to the present time, we might have had within our own borders, a rival to Yale or Harvard." But why, I would respectfully ask, may not the State yet have a rival to Yale or Harvard, or the University of Virginia? There is greatly needed in this State an institution of sufficient standing to prevent the annual efflux of students to the Colleges and Universities of other States. On glancing over a few catalogues for the past session, on my table, I find no less than one hundred and forty Marylanders attending College outside of the limits of the State, a larger number than were in attendance upon any single Maryland College. Adding but fifty per cent. (a small allowance) for the number of those, especially from the western portion of the State, attending Pennsylvania Colleges, of which I have no catalogues, and we find two hundred and ten students who might be contributing to build up the Colleges of their own State. Viewing this from a pecuniary point of view, and taking the moderate estimate of three hundred dollars for each student, we find an annual drain of sixty-three thousand dollars upon the resources of the State, or more than the whole amount annually appropriated by the State for the support of Colleges, High Schools and Academies, including the amount of the Academic Fund received by the several counties. These students might readily be retained within the State, by enabling this College to develop itself commensurately with the wants of higher education. It could not be done in a day, for it takes time to divert the stream which thus so long been running in a different channel. But the nucleus of a first class College is here. A full collegiate course, taught by a Faculty of seven Professors and three Tutors, with an attendance of over sixty college students, and an equal number in the Preparatory Department, is no small result to attain within four years, when the College had to be built up from the very foundation. The aid extended by the State has enabled the College to attain this position, and its increase and maintenance as a permanent support will enable it to attain a still higher one. Let the

people be once convinced that the College is on a permanent foundation, and private contributions will begin to flow.

The endowment of Professorships may then confidently be looked for, the establishment of Fellowships for the advancement of a still higher grade of education, of private Scholarships for the support of deserving youths, who are unable to educate themselves, and of Prizes, as incentives to more earnest study in different departments, may then be obtained by proper effort. Then it will no longer be necessary for Marylanders to seek an education abroad. The sons of the wealthy, as well as the sons of the poor, should be educated at home, and an opportunity afforded them by the State to obtain at home the education which they desire. These young men will be in a few years the rulers of the State, and it is the part of the State to see that they are qualified for this duty. As long ago as 1827, in an oration before the Alumni of St. John's College, Francis S. Key, speaking of the importance of the establishment of a College worthy of the State, said: "It concerns the State that both rich and poor should be educated as far as their means and situation will permit, and such an establishment may be so conducted as to present great and direct advantages to all. It may be made, and should be made, a part of a general system of education adapted to the wants and situation of the whole population." Thus every system of public education culminates in the College, and the support of an institution of learning capable of affording a higher education to all classes of the population, is as obligatory upon the State as the universally acknowledged duty of presenting to all facilities for a primary education. Such an institution the State possesses here, and by proper assistance now when the College needs it most, it can be enabled in a shorter time to dispense with that assistance.

#### APPROPRIATIONS.

Reviewing what has been said above with regard to the wants of the College, I would respectfully recommend the following as objects specially requiring Legislative assistance: 1. Additional Professorships, the appropriation for which, added to the present State donation, should be made a *permanent* annuity. 2. The Library, Laboratory, Philosophical Apparatus and Cabinet. 3. The extension of the Public Hall and suitable rooms for the Library and Laboratory. 4. The maintenance of two students from each Senatorial District, who shall teach within the State for two years in return for this assistance. The sum required for these purposes might seem large in the aggregate to those who have not observed what has been done for literary in-

stitutions by State donation, but compare this with what other States have done, the only means by which they have built up those Colleges and Universities, which are annually drawing off numbers of the sons of Maryland, and it will dwindle into insignificance. The State of Louisiana alone in 1867 appropriated annually \$39,200 for the maintenance of students at the State University, besides \$8,200 of independent annuity, and special appropriations for Library and Apparatus, which amounted to at least \$20,000, within a few years after the reorganization of the University. The State of Maryland has never made any appropriation to the Buildings, Library and Apparatus of this College, and I respectfully submit that the present is a most suitable time for it. In conclusion, on behalf of the Board of Visitors and Governors and the Faculty of the College, I respectfully extend to your Honorable Body an invitation to visit the College, inspect its buildings and grounds, and examine the methods of instruction pursued and the management of its several departments.

Respectfully submitted,

JAMES M. GARNETT,  
*Principal of St. John's College.*





